

Holy Trinity CE Primary School
Believe • Achieve • Inspire •
Governor Visit Report



Name of Governor	Jo Taylor and Aileen Boaler
Date of Visit	21 st November 2022
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Observation of new phonics syllabus in Reception -Essential Letters and Sounds
Name of Staff	Su Tomes, Tilly Winfield-Spraggs, Beth Bennett
HUGG shared? (If subject area)	N/A
Next Steps/follow up from previous monitoring N/A	
Key Area in SDP: Monitoring Findings from this visit Introduction to new phonics scheme in reception class	
Actions used to identify findings Observation of phonics lesson and workbook activity.	
What outcomes have been identified as a result of my visit Whole class participation with most children fully engaged. This scheme moves at a fast pace. Consolidation of previous sounds learnt with flash cards. Children were aware 2 sounds together is a digraph and a single sound is a grapheme. Children stood up and actively engaged in sounding out words. New 'harder to read and spell' word today WAS. Su explained that you cannot sound the word out W A S but the whole word is said WAS (woz). Su used WAS in a few sentences and the children repeated it back. Su explained 'a' is phonetic but 'ai' is 2 letters making one sound (not 'A' 'I') Children recognised that this is a digraph. Su then continued to repeat the sound ai and words such as rain, snail, train. Children repeated back as a class. On the screen were picture, the sound and the words. It was explained that Ai is usually in the middle of a word and previous sounds such as CH/SH were at the beginning whereas NG/NK were at the end. Children recognised this. Then Su showed how to write the letters on a white board. A – (for ant) round the head and down the body I – down the body and spot her inventor idea Children formed the letter in the air and on the carpet as instructed. Went through lots of Ai words rain, pain, tail, wait, sail, nail, snail, brain. The words were written on the white board and then a picture was shown as the children repeated the words back. Next the sound card was hidden in amongst other sound cards and the children had to sport the Ai sounds as Su showed each card. The children gave a good response. Moved on to reading sentences with the sounds Ai with picture along side Wait on the train I got mail Su confirmed the children understanding but asking what mail was. Wrote again on the white board using letter formation instructions repeated for RAIN R – down her body and over her arm N - down the bird and over her nest Su explained what the children were to do in their workbooks in small groups. This entailed writing Ai between dotted lines, writing WAS along a line, matching words to pictures and finally reading sentences and either writing a word or a sentence depending on level. Workbook had a page for days 1-4 each week. Building up to day 4 which included all learning for the week and extensive sentence reading! Although very fast paced, children were engaged throughout. We were able to view the new reading books that children take home for the week.	
Impact of this visit All staff were familiar with the new scheme of works.	



More tables have had to be introduced to reception in order to be able to accommodate the need for more writing/workbook activity.

Although the scheme of works is designed for all 30 children to be working at the same pace, in reality, small groups are working together when doing workbook activities. Words and sounds are revisited several times during the day.

Governors felt the visit was inspiring to see how much had been achieved in such a short time and look forward to seeing the outcomes of the new scheme of works.

Aspects I would like clarified/Questions I have

This was an introduction visit so that progress can be discussed at a later governor visit.

To be shared with the school staff and school Governing Board.

Signed:

Signed:

(Governor)

Jo Taylor/Aileen Boaler

(Headteacher/Staff member)